

# Program Guide

## DOE CAREER INTERN PROGRAM



U.S. Department of Energy  
Office of Management, Budget and Evaluation  
Office of Human Resources Management

DOE CAREER INTERN PROGRAM

U.S. DEPARTMENT OF ENERGY



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# DOE CAREER INTERN PROGRAM (CIP) GUIDE

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*April 2002*

DOE CAREER INTERN PROGRAM

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## 1. FOREWORD

“... Perhaps the most important part of achieving excellence is acquiring and retaining the best people and the best managers ...” [Secretary of Energy **Spencer Abraham, Department of Energy Quarterly Leadership Meeting, October 18, 2001**].

Realizing that addressing Human Capital Management is a Departmental priority, Energy Secretary Spencer Abraham called together a DOE Management Summit



on July 17-18, 2001. The Summit recognized that: the Department's workforce is rapidly aging; in many critical areas there exists a major skills imbalance; budget constraints will allow for some hiring opportunities at the entry and mid-level; and there will be increases in retirements of senior level personnel. As a result of the Summit, on August 30, 2001, former Deputy Secretary Frank Blake directed the Department to begin a number of human capital management initiatives, which would

“...give the Department a competitive edge in recruiting, developing, and retaining top talent, and make the Department more efficient and effective in carrying out its missions.”

One of the specific initiatives mandated by former Deputy Secretary Blake was the establishment of a Department of Energy Career Intern Program (CIP). The purpose of this 2-year Intern Program is to serve as a cornerstone to the Department's rebuilding efforts and to provide work and developmental experiences that show a broad overview of the breadth, complexity and importance of DOE's mission. ( This Guide provides detailed information for use by DOE managers, human resources, training and other officials on the nuts and bolts of this program including recruitment and hiring, training and development as well as associated resource materials; and a corporate training and development curriculum).

Now more than ever, the Department's critical missions are key to supporting national security as well as the safety and economic security of the American

public. To achieve these vital missions, we must do everything possible to ensure that we have the right people in the right jobs with the right skills.

*NOTE: Several documents referenced in the Career Intern Program (CIP) Guide are available on the CIP website ([www.ma.mbe.doe.gov/pers/cip/index.htm](http://www.ma.mbe.doe.gov/pers/cip/index.htm)). Other useful websites are listed in Appendix A.*

## 2. PURPOSE AND GUIDING PRINCIPLES

The purpose of this handbook is to provide an outline and references for implementation of the new Department of Energy Career Intern Program (CIP). Sponsoring offices, recruiters, human resource professionals, training officers, diversity managers, hiring officials and line managers should use this handbook. The document provides specific guidance on roles and responsibilities, entry-level recruitment, hiring, training and development, and program administration, as well as associated resource material and a corporate training and development curriculum.

The following serves as the guiding principles for this program:

**SHARED VISION:** DOE invests in its people with the purpose of developing and maintaining a broad mix of capabilities to support a dynamic mission.

**DIVERSITY:** The inclusion of people and their individual characteristics, backgrounds, experiences and ideas in the workplace is a critical element, and is incorporated fully into all aspects of the program. DOE leadership demonstrates its commitment to diversity through its support of diversity considerations in marketing, recruiting, outreach, selection and development. Recruiters are knowledgeable regarding recruiting techniques to ensure a diverse pool of applicants.

**MISSION FOCUS:** The Career Intern Program is cross-functional, i.e., it provides participants a “big picture” of DOE by including opportunities to gain an understanding of the roles and responsibilities of the various functions and organizations of the Department, and their interfaces. It is flexible, allowing managers from across various offices to tailor the program to their respective missions and corresponding needs. Recruiters supporting the program are knowledgeable about the mission of the organizations they represent.

**LEADERSHIP COMMITMENT:** The success of the program is dependent on the full support of the Department’s leadership. For example, managers must be willing to:

- Identify strategic skill needs to facilitate effective outreach and recruiting efforts;
- Commit resources necessary for the effective implementation of the program; and,
- Provide support for the program. Examples of such support include providing mentors for each participant and offering training and development opportunities.

### 3. EXECUTIVE SUMMARY

To achieve DOE's vital missions, it is critical to undertake succession planning efforts, a component of which is to systematically replenish DOE's pipeline with critical skills through intern and other entry-level hiring and development programs. With DOE's aging workforce, and the increasing numbers of employees becoming retirement eligible, the percentage of staff in entry and mid-level positions (i.e., the "pipeline") continues to decrease and diversity in many areas of the organization is inadequate.

To address this need, the Office of Management, Budget and Evaluation (ME) gathered information from public and private sector organizations and used a diverse team comprised of human resources professionals, training and development specialists and headquarters and field representatives to design the proposed DOE Career Intern Program (CIP). Key features include:

- A 2-year corporate hiring and developmental program;
- Entry-level hires (GS-5 through 9) in scientific, engineering and business occupations;
- An initial orientation to DOE;
- Common core training for all interns;
- Specialized training tracks for scientific/engineering vs. business career interns;
- Site-specific work and developmental assignments;
- A minimum of one 30-day rotational assignment;
- Assignment of trained mentor to each intern; and,
- Assessments, evaluations and progress reports that are conducted at key points during the intern program to quickly determine any problem areas to be addressed and corrected.

Intern recruitment and selection will be done by the hiring organization. Interns will be employees of the hiring offices with ME providing overall program administration, corporate recruitment support, and core training for the program. Key features are:

- A new hiring authority that provides flexibility in conducting targeted recruitment at top colleges and professional associations;
- Quick, simple recruitment and hiring process;
- A number of pay flexibilities that can be used singly or in combination to craft a compelling offer to attract highly qualified, diverse candidates;

- Conversion of interns to permanent appointment after successful completion of program requirements; and,
- Removal of interns from the program if they fail to meet or complete requirements.

The CIP is one means of addressing DOE's succession planning needs and, along with other entry-level hiring mechanisms, supports the President's human capital initiative of moving more Federal jobs to the front lines. This new program is expected to become a cornerstone in DOE's efforts to rebuild its workforce.

#### 4. CAREER INTERN PROGRAM (CIP) FEATURES

This new, 2-year corporate entry-level hiring and development program maximizes the use of new hiring authorities and pay flexibilities to attract and retain highly qualified, diverse technical and professional personnel. It provides work and developmental training experiences that show a broad overview of the breadth, complexity and importance of DOE's mission. A new dual-track feature allows participants to initially take common core training as a group with subsequent training divided into technical (scientific and engineering) and business (administrative/management) tracks according to the participants' target positions. Key program components are:



##### **Training and Development Features:**

- Provides an orientation with an overview of Federal government and DOE operations.
- Centrally funds common core training with separate training tracks for technical (scientific and engineering) and business (administrative/management) career paths.
- Requires Individual Development Plan for each participant.
- Strongly encourages and incorporates the use of web-based training within the program through the DOE OnLine Learning Center.
- Provides specific work and training assignments through the Field/Program Offices.
- Requires a minimum of one 30-day rotational assignment(s) in headquarters or field offices, laboratories and/or contractor organizations.
- Provides for the assignment of a trained mentor to each participant.

**Recruitment and Hiring Features:**

- Emphasizes a variety of hiring methods including the use of a new Federal Career Intern Appointing Authority. This 2-year excepted service authority, designed for use with entry-level developmental programs, provides maximum flexibility in recruitment strategy design, targeted recruitment, ease of hiring, and conversion to permanent appointment after completion of program requirements.
- Provides for recruitment and hiring to be carried out at the local level with corporate support. Program participants, hired at the GS-5, 7 and 9 levels, are employees of the hiring site.
- Pay flexibilities include: special salary rates for certain occupations, recruitment bonuses, superior qualification appointments, and the new student loan repayment option. These are all appealing pay choices that can be used solely or in combination to craft a compelling offer to attract candidates.

Many flexibilities are available to the Department to streamline the hiring process and can be found in the Administrative Flexibilities Guide (see Appendix A: Useful Web References). Although the use of the Federal Career Intern authority is strongly encouraged, the method chosen to fill intern positions may vary from site to site depending on specific needs. In addition to the usual career-conditional hiring authority, and the new Federal Career Intern Program authority described below, there are a number of appointing authorities that can provide needed flexibility and are outlined in Appendix B: Other Entry-Level Hiring Programs.

**FEDERAL CAREER INTERN PROGRAM HIRING AUTHORITY**

The Federal Career Intern Program Hiring Authority is designed to help agencies recruit and attract exceptional individuals into a variety of occupations and is ideal for use with the Career Intern Program. It was created under Executive Order 13162, and is intended for positions at grade levels GS-5, 7 and 9 or other trainee positions. (Note: for certain positions covered by the Luevano decree, additional requirements remain in effect at the GS-5 and 7 levels) In general, individuals are appointed to a 2-year excepted appointment internship and upon successful completion of the career development requirements, the interns may be eligible for conversion to permanent status.

**Features of the Career Intern Program Hiring Authority:**

- Appointments can be made year round in the excepted service at any grade level for which the agency has a 2-year, formal training and development program in place. The intent of the authority is for an initial appointment at the GS-5, 7 and 9 level;

- Subject to OPM qualifications (typically 3 years of general experience or a bachelor's degree is qualifying for the GS-5 level; superior academic achievement, post graduate work or one year of specialized experience is qualifying at the GS-7 level);
- There is no nominating process by an educational institution unlike the Presidential Management Intern Program (PMI);
- There is no public notice requirement for Career Intern appointments, meaning that no vacancy announcement or notification to OPM is needed;
- Appointments are not subject to Interagency Career Transition Assistance Program requirements;
- There is no limitation on promotion potential; and,
- Appointment authority provides for a return right provision for career/career-conditional employees and certain excepted service employees with equivalent status.

### 5. SUGGESTED ROLES AND RESPONSIBILITIES

Principal Secretarial Officers, Heads of Departmental Elements, First-Tier Headquarters and Senior Operations / Field Office Officials, Line Managers, Supervisors and Hiring Officials

- Provide visible and continuing, personal engagement, commitment and support of the program. Leaders at this level signal the degree of importance they give to recruiting and hiring quality candidates by the resource decisions they make. This is true not only of recruitment, but also includes training and development, advancement, recognition and incentives.
- Hold lower-level leaders/managers and supervisors accountable at all levels of DOE for hiring, developing and mentoring the participants as they progress through the program.
- Play critical roles in helping the Department present and market its mission and image to key constituencies, organizations, academia, the public and the applicant.
- Designate a Program Coordinator to develop and oversee program activities within the organization, including coordination with recruitment and training aspects of the program.
- Provide staff members to serve on the corporate recruiting team, as appropriate.
- Support, through appropriate knowledge and involvement, the presentation and marketing of DOE to key constituencies, organizations, academia, the public and potential applicants.

- Share critical needs and workforce planning information with appropriate human resource, diversity, and development program support organizations. Through the integration of mission needs with the program, they:
- Make and implement resource decisions that support the recruitment and hiring of participants, including early identification of position/career paths and vacancies appropriate for participant appointment.
- Provide the necessary resources for participants to successfully fulfill the program requirements, including travel costs.
- Assign a Mentor to each program participant from his/her organization.

#### The Federal Technical Capability Panel (FTCP)

- The FTCP, comprised of senior field and headquarters line managers, will provide policy input, guidance, and assistance for the scientific and engineering track of the program.
- Validates the overall effectiveness of the scientific and engineering components of the program, course curriculums, learning activities, and other program objectives.

#### Office of Economic Impact and Diversity (ED-1)

- Collaborates actively and continually with the Office of Management, Budget and Evaluation (ME) and other parties to ensure that diversity is an integral component of the program.
- Collaborates with all parties and shares information on outreach opportunities that will reach a diverse constituency and result in a diverse applicant pool.

#### Office of Human Resources Management (ME-50)

##### Office of Corporate Human Resources Initiatives (ME-50.1)

- Manages a corporate recruitment process, which includes initiating, developing and maintaining contacts with colleges, universities, minority/non-minority professional organizations, and other recruitment sources. Participates actively in career fairs and other events with the objective of building and maintaining long-term relationships.
- Develops corporate marketing and recruiting materials.
- Obtains commitment from Headquarters and Field human resources and program staff, technical and non-technical staff, and former participants to form a cadre of recruiters available to participate in recruitment events throughout the year. Develops and delivers recruiter training.
- Designates a Program Manager to oversee/coordinate/manage and provide guidance on all aspects of corporate recruitment and hiring including:
- Effective recruitment and outreach sources, methods and strategies;

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- General employment and hiring issues, including hiring authorities, pay flexibilities, a calendar of recruitment events, and serves as a one-stop, all-inclusive site for potential applicants' flexibilities; and
- Preparation of a model career development plan to conform to the requirements of the Federal Career Intern hiring authority.
- Establishes and maintains a central website that serves as a key information broker.
- Collaborates with Headquarters and field servicing human resources offices to identify areas where recruitment efficiencies and economies can be achieved.
- Coordinates assessment of recruitment and hiring programmatic activities.

### Office of Training and Human Resource Development (ME-51)

- Designates a Program Administrator to oversee the training and development aspects of the DOE Career Intern Program to include:
- Providing direction and guidance on training and development implementation;
- Conducting program assessment and evaluation, including lessons learned; and
- Coordinating centralized training activities with field and headquarters offices, including the contracting, development, and maintenance of the Common Core, Business and Technical Training.
- Assists, as appropriate, local sites in headquarters and the field in coordinating rotational assignments among headquarters, field offices, laboratories and/or contractor organizations.
- Collaborates with the Office of Corporate Human Resources Initiatives, and the Office of Economic Impact and Diversity on effective recruiting strategies and the hiring of high quality, diverse candidates into the Program.

### Servicing Human Resources Offices (Field and Headquarters)

- In collaboration with the Office of Corporate Human Resources Initiatives staff, initiate, develop and maintain contacts with colleges, universities, minority/non-minority professional organizations, etc., and participate actively in career fairs with the objective of building and maintaining long-term relationships.
- Conduct primary recruiting and hiring for respective sites to be supplemented by corporate recruitment material and activities, and collaborate with the Office of Corporate Human Resource Initiatives in determining efficient and effective methods for sharing information regarding recruitment efforts and applicants.

Field/Program Office CIP Coordinators

- Assist the CIP Interns within his/her organization with the program, including on-site programmatic and personnel issues, and coordinate and finalize the rotational assignments;
- Coordinate all CIP activities with HQ, other Field/Program Office Organizations, supervisors, and internal organizations; and,



- Maintain records and status information for the program.

## 6. RECRUITMENT AND MARKETING

Recruitment success for the Career Intern Program will depend on a host of factors including the effective communication of Departmental missions, values, goals, priorities, strategies, resources, and, most especially, its culture. Hiring offices should develop a systematic approach focusing on three dimensions:

- *Leadership:* The attitudes, behaviors, activities and commitment of officials and leaders at all levels within the organization define and influence the competitive environment within which recruitment is performed.
- *Structure and Process:* The organization's policies, resources and processes, both at a corporate and local level, need to be aligned and supportive of the CIP recruitment activities.
- *Law and Regulation:* Servicing Human Resources Offices need to stay current with potential changes to Federal law and regulation and other flexibilities that could affect their ability to successfully attract needed talent.

Designing a successful recruitment strategy should include the following steps and incorporate diversity and outreach considerations as integral components. (Refer to Appendix C, Diversity and Outreach Strategies, as well as Appendix E, Recent Intern Hiring Experiences, for ideas on diversity and outreach approaches and specific examples of two recent DOE sites' entry-level recruitment strategies):

- *Step One: Conduct Strategic Workforce Planning:* Workforce planning is the "people" element. It defines the kind and size of workforce needed to deliver the overall strategic business plan, including the identification of the skills required, the number of employees needed, their location, training requirements, and the recruitment and/or development needed to fill the gaps. This process will assist in identifying the appropriate needed occupations for hiring into the CIP. Refer to Appendix A, Useful Web References, for a step-by-step model for workforce planning.

- *Step Two: Develop A Recruitment Strategy:* Hiring organizations should use the overall strategic workforce plan as a guide to develop a specific strategy and plan to recruit for the skills and talent needed for the CIP. This should involve the active engagement of human resource professionals, line managers and the interest and support of senior leaders. Areas to be included are:
  - A strategic approach to recruiting - Recruiting and retaining talented employees is a workforce imperative for realizing the Department's vision and strategic intent. In that regard, recruiting should not be viewed as a function that can be routinely "turned on and off" on the basis of the hiring needs of the moment, nor should it be sacrificed to near-term budget cutting pressures. Rather, recruitment should be a long-term commitment and a priority that must be nurtured and sustained. Strong organizational leadership, starting at the top, is fundamental to success.
  - A coordinated and integrated recruitment program - Each field/program office should develop a specific recruitment plan for the types of occupations needed for the CIP and should specify sources and methodology. Collaboration and consultation between the Office of Corporate Human Resources Initiatives and Servicing Human Resources Offices in headquarters and the field is critical to identify areas where recruitment efficiencies and economies can be achieved and to minimize redundancy, unnecessary costs, confusion for the public, and lost opportunities to attract critical talent.
  - Institute programs for meeting long-term recruitment needs - After periodically reviewing the organization's skill requirements, skills mix, and turnover estimates, the hiring organization should structure recruitment and feeder programs that will provide a regular flow of high quality and diverse talent into their pipeline, such as the Student Career Experience Program (commonly known as "Co-Op"), internships, and other succession planning systems.

### Some tips for effective recruitment include:

- *Know Your Recruiting Needs:* Simply issuing a vacancy announcement alone is not an effective method of finding a highly qualified diverse pool of candidates for the CIP. In fact, hiring organizations need to consider using a variety of job search locations, such as:
  - College placement centers
  - Minority student associations
  - College organizations of students with disabilities
  - High schools
  - Internet websites
  - Newspapers and magazines
  - Community newsletters
  - Radio announcements
  - Community centers
  - Professional organizations

- Minority organizations
- Libraries and
- Grocery stores

In addition, employees can often provide recommendations regarding good sources of diverse candidates (their alma maters, professional organizations, etc.).

- *Market Your Organization:* “Create a Vision; Sell the Image.” The cornerstone for the marketing message is the Department’s/organization’s vision. Vision can create excitement and set the Department/organization apart from its competitors. The Office of Corporate Human Resources Initiatives has a variety of materials for use in marketing efforts for the CIP program.
- *Develop Data on Recruitment:* Data is critical for identifying priorities in the recruitment process and keeping management informed regarding trends, identifying successes and returns on investment.
- *Establish a College Relations Program:* Even if certain offices are not in position to hire an intern at this time, developing and maintaining relationships with academia and professional associations can be a very effective way to recruit high-quality candidates for future needs. Agency officials should invest time with career services officials, admissions staff, key faculty, members of student organizations, and other “gatekeepers” who may have access or influence. Employee-alumni are often effective representatives in this area. Beyond investing time, it may also mean investing other resources such as equipment, research grants, technical expertise, or summer faculty employment. You should also capitalize on existing relationships that DOE and/or your site has with these institutions. The payoff is establishing name recognition on campus, and being seen by students as a desirable choice to pursue one’s career.
- *Know Your Audience.* Studies show that the components most valued by prospective candidates, particularly those recently graduated from college are:
  - The nature of the work - the appeal of what DOE does and delivers;
  - Compensation and benefits - salary, retirement, health benefits, bonuses, insurance, etc.;
  - Culture and work environment - senior management team and co-worker quality; technology level, risk-taking environment, size, diversity, empowerment, recognition, work challenges, mobility, opportunity to learn new skills, and career advancement;
  - Work life balance, location, work hours, travel, vacation, childcare, telecommuting;
  - Opportunities for continuing education, training and professional development and knowing who pays for it; and,
  - Career advancement beyond the initial job - are there internal opportunities or would candidates need to go elsewhere for advancement?

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- *Use the Best Recruiters:* The recruiter is arguably the central player in an employer's total recruiting strategy. It is this person who represents, even personifies, the Department to a vital audience. The recruiter must be an effective representative and marketer of the Department, and must have strong communication and "people" skills. Having anything less than the most dedicated, well-trained, and effective representatives as its recruiters, impairs the Department's ability to compete for the talent it needs. The recruiters should be a diverse cadre of HR professionals, subject matter experts (representatives from program areas) and diversity managers. Former or current interns are also a valuable resource. Recruiters must also have a solid understanding of:
  1. The mission and vision of the Department, its customers and stakeholders, the kinds of work being performed, and services provided.
  2. Key workforce policies and programs, especially those relating to compensation, career development and advancement, quality of work life, and other employee benefits.
  3. The positions being recruited, including duties, responsibilities, and competencies sought and qualifications required.
  4. The employment process, including application procedures and time frames.
  5. Relevant information about surrounding communities including housing, schools, recreational and cultural facilities, and available services.
- *Teamwork:* Ensure that recruiters and selection officials work closely with human resources and diversity managers during the recruiting process. Maintaining close relationships with the experts will facilitate a smooth and easy recruiting process.
- *Publicizing Opportunities:*
  - *Vacancy Announcements:* If using vacancy announcements to seek candidates for the CIP, make sure they provide a realistic preview of the jobs, give a good description of the training and development integral to the CIP, and that they highlight points of interest and are readable and user friendly. Think about what would make an exceptional person want to work for the Department.
  - *Use the Web:* A "must" for today's successful program! Web sites have become a central element to marketing and recruiting strategies. It's where the action is, and where it will be. In today's market, we cannot expect to successfully compete for talent without a web-based marketing and recruiting strategy. This is especially true when targeting college candidates. Like other marketing media, the web site, first and foremost, must be inviting. It must provide relevant and current information. The objective is to pique the interest of prospective candidates while meeting their needs for basic



information. Whether CIP job opportunities are posted on the DOE Jobs page, the Career Intern Program Home Page or on a “dot com” job board, the Internet has the potential of reaching huge numbers of job seekers and it is critical to keep the following in mind when designing the job posting:

- Design should be candidate-friendly.
  - Make access easy (more than three clicks away and interest is lost)
  - Provide relevant information about the job opportunities. (Remember, job announcements shouldn’t read like position descriptions. You are trying to entice candidates - not put them to sleep!)
  - Provide a point of contact for questions and feedback. Make it fast and easy.
  - Minimize the hassles of applying.
  - “Test drive” the site frequently. Pretend you are looking for a job.
- Direct Mail - This method can be particularly useful in targeting potential applicants for the CIP. It broadens recruitment efforts to reach an even greater number of prospective employees, many of whom may not be considering a job change and can reach quality applicants who are successfully employed and seldom read want ads.
  - Radio, TV, Media Advertising and Ad Agencies - Such marketing media can be effective in communicating the positive images of the Department, the benefits of public service and its employees and work environment. Especially in today’s market, on-going communication with the public is a must.
  - *Use Currently Available Flexibilities:* Often, much attention is given to just salaries as a reason for recruiting difficulties in the Federal sector. There is no question that for many career fields, salaries are not competitive with the private sector, even when advanced in-hire and special salary rates are used. There are, however, a number of flexibilities available to the Department that can go a long way toward bridging the salary gaps. One of the newer flexibilities that can serve as a powerful incentive and offset an otherwise noncompetitive salary is the repayment of student loans (See Appendix D for more information on this incentive).
  - *Follow Up With Candidates:* Send follow up letters or make phone calls to candidates who were met on the recruitment trips. It is important to make sure that candidates have access to someone knowledgeable after the recruiting contact is over.
  - *Assess the Strategy’s Effectiveness:* Communicating the Department’s marketing message is an ongoing process and includes feedback as a key feature. Recent intern hires are often the best source of information about what “sold” them. They also may provide feedback on what could be done to enhance the message’s appeal. Following up with those who turned the Department down can also reveal important information, since these individuals may be candid enough to give some helpful insights about changes that could be made and things the

competition did better. It is also another way of staying in touch with someone whom you may have the opportunity to recruit in the future. Finally, it is important to ask for feedback from employees. In the process of learning from current staff, Department officials are also taking the opportunity to share DOE's vision and reinforce why DOE should continue to be their "employer-of-choice."

Reference for above items: "The Quest for Talent: Recruitment Strategies for Federal Agencies by National Academy of Public Administration", published 2001.

## 7. TRAINING AND DEVELOPMENT

The Program provides participants with a well-rounded understanding of the Department and its missions. It provides certain common training, as well as engineering/scientific and business training tracks. The corporate training and development objective is for the participants to receive a broad overview of DOE, its business lines, and how it accomplishes its missions.

Each participant's field or program office should provide the majority of the participant's in-depth level of training and development. This in-depth training and development establishes a foundation of knowledge and experience for the participant. The program's flexible structure allows field or program offices to incorporate any supervisor-identified training standard or requirement as part of the participant's CIP training regime.

**The basic characteristics of the Program are:**

- 2-year duration
- Common core training for both technical and business participants
- Separate business and technical core training tracks
- Field/Program Office specific work and training assignments
- Rotational assignment (minimum 30 days)
- Trained program mentor assigned
- New employee orientation provided by each field site or program office

In order to have an effective and efficient departmental entry-level development program, the program must be viewed as part of a larger strategic process to identify, recruit, retain, and develop diverse technical and non-technical staff capable of fulfilling current and future technical, administrative, and leadership requirements.



### Training

A mutually beneficial suite of courses comprises the common core training for both technical and business participants. The common core training exposes the participants to material that is value added to an accountant or a health physicist alike. It provides an understanding of how the Federal government operates, what the DOE missions are, and how they are accomplished. Technical training demonstrates how the Department uses scientific and engineering applications to accomplish its multiple line missions. The training should be conducted during the first year of the Program at a Field Operations Office that has the facilities to support such training. Business training exposes the participants to processes and procedures the Department must use and operate within to support the line functions. Computer-based training will be incorporated where possible to minimize costs. Classroom training will likely be provided in 2-week intervals and conducted at a suitable Field Operations office that has the facilities to support such training.

### Equivalent Training

Participants are expected to satisfactorily complete all training program requirements. A case-by-case review should be conducted when participants are unable to complete the training due to events beyond their control. In those cases, equivalent training must be completed and documented via certificate of completion or supervisor's written statement. The Program Administrator should be provided the information no later than 6 months before the conclusion of the 2-year program. Coordination between the supervisor, mentor, and the Program Administrator should facilitate a decision. Each Field/Program Office Coordinator should assist in initiating and overseeing the conclusion of the equivalency process.

## Training Curriculum

### Common Core Classroom Training

#### Required:

<i>Courses</i>	Length (days)
Program Kickoff	1
Teambuilding Workshop	1
Executive Overview of DOE Acquisition Management	1
The Changing Dimensions in DOE	4

#### Recommended: Over 2 years (Job Specific)

<i>Courses</i>	Length (days)
Introduction to Human Resources Management	3
DOE Business Lines	2
Jump Start High Performance Teams: The Fundamentals (USDA)	2

Required means that the DOE Career Intern Program requires the training. It is corporately sponsored and delivered.

Recommended means that the training is at the discretion of and paid by the participant's supervisor.

Please see next page for the Common Core Web-Based Training.

## Training Curriculum

Common Core - Web-Based Training (Over 2 years - Corporately Provided)

### Required:

<i>Courses</i>
Introduction to Safeguards Security ( <a href="http://nninfo.nn.doe.gov/">http://nninfo.nn.doe.gov/</a> )
Systems-thinking Models and Thinking Skills
Workplace Diversity - Organizational Inclusion
Communicate to Develop Relationships
Communicate Better with Your Team
Communicating to Increase Understanding
Listening, Influencing and Handling Tough Situations
Preparing to Write Effectively to your Audience
Writing Effective Business Documents
Writing Concisely and Accurately
Planning Your Presentation
Presenting with Confidence and Impact
Delivering your Presentation
Professional Project Management Fundamentals

### Recommended: Over 2 years (Job Specific)

<i>Courses</i>
The Basics of Budgeting
Sources of Funding
Introduction to Finance

### *Certificate Program in Advanced Project Management*

Advanced Project Management - Project Procurement Management
Advanced Project Management - Project Integration
Advanced Project Management - Project Scope Management
Advanced Project Management - Project Time Management
Advanced Project Management - Project Cost Management
Advanced Project Management - Project Quality Management
Advanced Project Management - Project HR Management
Advanced Project Management - Project Communication Management
Advanced Project Management - Project Risk Management

### Technical Training Curriculum

#### Technical Training (3 weeks Classroom)

##### Required:

<i>Courses</i>	Length (days)
Chemical & Physical Science Application in DOE	3
Biological Science Application in DOE	3
Introduction to Systems Engineering	3
Breaking the Code - Understanding Project Management	3
Conduct of Operations	3
Overview of Environmental Laws and Regulations for Managers	3

##### Recommended: Over 2 years (Job Specific)

<i>Courses</i>	Length (days)
Facilities Maintenance Management	3
Nuclear Criticality	2
Unreviewed Safety Questions	3
Operational Readiness Review	2
Authorization Basis	2
Designing and Writing Performance Measures	3
Contract Administration for Technical Representatives	3
Federal Budgeting Process (USDA)	2
Introduction to Human Resources Management (USDA)	3
Environmental Laws and Regulations	3

### Technical Training Curriculum

#### Technical Web-Based Training (Over 2 years)

##### Required:

Integrated Safety Management ( <a href="http://tis.eh.doe.gov/ism">http://tis.eh.doe.gov/ism</a> )
What is Systems Thinking?
Strategic Management - Planning
Strategic Management - Analysis and Choice
Strategic Management - Corporate Implementation

**Business Training Curriculum**  
Business Training (3 weeks Classroom)

**Required:**

<i>Courses</i>	Length (days)
Program Management Overview	5
Introduction to Financial Management	3
Contracting for Services Under the Performance Based Contracting Method	3

**Recommended: Over 2 years (Job Specific)**

<i>Courses</i>	Length (days)
Life Cycle Cost Analysis	2
Federal Accounting	2
Cost and Schedule Estimation and Analysis	5
Contract Negotiation Techniques & Contracting Methods	5
Budget Formulations (USDA)	4
Budget Execution (USDA)	4
Introduction to Human Resources Management	3

**Business Training Curriculum**  
Business Web-Based Training (Over 2 years)

**Required:**

What is Systems Thinking?
Strategic Management - Planning
Strategic Management - Analysis and Choice
Strategic Management - Corporate Implementation

### Mentoring

Participants will be matched with trained mentors upon their arrival at the home field site or program office. The mentors are expected to devote the necessary time for DOE participants' indoctrination and to facilitate participant career development by:

- Assisting each participant in preparing an Individual Development Plan (IDP);
- Recommending quality training classes and a rotational assignment;
- Providing regular and frequent follow-up; and,
- (Optional) Identifying potential interviewees and shadowing assignments that may provide exposure to other parts of the organization, decision-making styles, problem-solving techniques, and attributes of what it takes to succeed. These interactions will provide beneficial practice in promoting effective oral and written communication.

### Field / Program Office Work Assignments

The Field and/or Program Office supervisors should provide participants specific work assignments based on organizational needs, while fulfilling the participant's developmental needs as identified in the Individual Development Plan (IDP). Work assignments should provide participants increased understanding and technical depth of their field or program office. Participants must satisfactorily complete all work assignments tasked by their supervisors to successfully complete the DOE CIP.

### Field / Program Office Specific Training

The Field and/or Program Office supervisors, mentors, and participants should schedule time and resources necessary to fulfill training requirements identified in the IDP as beneficial to participants' professional development and growth. For those field sites and program offices with an established Technical Qualification Program (TQP), participants should follow the office's TQP process, as appropriate.

Field Sites/Program Offices may incorporate, at their discretion, specific qualification standards, or requirements into participants training regime as part of the Program. The training objective is to equip participants with training and knowledge to meet current and future mission needs. Upon completion of the 2-year program, participants should be fully qualified within their assigned functional area. Participants must satisfactorily complete all training assignments given by their supervisors to successfully complete the program.

### Web-Based Training

Participants will be provided access to the Department of Energy's On-Line Learning Center (OLC) managed by the Office of Training and Human Resource Development. The OLC provides the Department of Energy Headquarters and Field organizations 24-hour a day, seven day a week access to self-paced, web-based training. Web-based training should be completed during the 2-year program. The web address is <http://www.energyolc.com>.

### Rotational Assignment(s)

To achieve the Department's goals based on its varied and changing missions, participants will be provided additional professional and technical skills and knowledge by participating in at least one 30-day rotational work assignment. The field or program office has the responsibility to fund travel costs for the rotational assignment, if needed.

The rotational assignment can be local on- or off-site, regional, organizational (e.g., EM or NNSA), or cut across Departmental lines and will provide practical hands-on experience and the opportunity to experience interactions between the assigned organization and other elements of the Department. The rotational assignment should be flexible depending on the Field/Program Office needs and the professional development needs of participant.

For example, if the Rocky Flats Operations Office has a participant that they want to obtain closure site experience to better prepare for Rocky Flats' future mission, they may rotate the participant to the Ohio Field Office. As another example, if EM-1 identified a need for five health physicists at three EM sites, (e.g., Richland Operations, Oak Ridge, and Rocky Flats Operations offices), the five could rotate among the sites even though they are permanently assigned to one site.

The participant, his/her supervisor, mentor, and field and/or program office coordinator, in coordination with the Program Administrator, should develop meaningful rotational assignments. Each participant should complete a rotational assignment in one of the following: another field office, a headquarters program office, a national laboratory, a contractor organization, or a different organization at the home field and program office.

## 8. PROGRAM BENEFITS



## 9. PROGRAM ADMINISTRATION

### Individual Development Plans (IDP)

Upon entering the Program, and in collaboration with mentors and supervisors, participants will develop a comprehensive IDP that focuses on the training and developmental experiences, the competencies of the assigned qualification standard, if appropriate, and the career goals of the participant. Performance goals identified during ongoing evaluations and the performance appraisal process should contribute to the further development of the IDP. Participants and their Field/Program Office Supervisors should follow the training and qualification requirements as stated in the IDP.

As participants enter their rotational assignment, the IDP should be updated and tailored to identify unique skill/training requirements. Training may include formal coursework, required readings, and on-the-job training. For those offices having a Technical Qualifications Program (TQP), the participant should follow the office's TQP process, as appropriate. To complete the Program, participants must successfully complete the developmental activities described in their IDP, as applicable. IDPs can be developed and approved electronically at <https://mis.doe.gov/ess/> (password required).

### Reports

Reports are necessary to monitor the progress of the participants during their time in the Program. Normally, a quarterly report may be a good tool to create a continuous feedback system to ensuring participants are being developed quickly and effectively and to identify and resolve any potential problems. The report should also provide input to improve the Program. Participants, mentors, and Field/Program Office supervisors should maintain the originals and submit a copy of status reports once every 3 months while participating in the Program. The Program Coordinators should distribute reports to the Program Administrator. In general, all originals should be maintained at the Field/Program Office and requested copies sent to the Program Administrator. Sample forms are located in Appendix F.

### Promotions

A CIP participant may be eligible for a one-time accelerated promotion as early as 6 months from the date of the initial appointment to the program per personnel regulations and at the discretion of the Field/Program Office supervisor. The Field/Program Office supervisor must be satisfied that the participant has completed all work assignments and is progressing well on work assignments; and

has successfully completed sufficient training that provided the participant with the experience, knowledge, skills, and abilities necessary to qualify for a higher grade.

As with all career promotions, the Field/Program Office supervisor should consider the entry-level, time-in-grade, and most importantly, performance, when considering the participants for promotion. Performance assessments should take into consideration how well the participants are attaining knowledge, skills, and abilities during the developmental period. Input used to assess the participant's performance should include reports from detail supervisors who oversee participant's performance during rotational assignments.

### Mobility Agreement

Participants will be required to sign a mobility agreement for training and developmental activities, which may require travel and prolonged periods away from the assigned duty station.

## 10. APPENDICES

# DOE CAREER INTERN PROGRAM

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## APPENDIX A: USEFUL WEB REFERENCES

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## USEFUL WEB REFERENCES

<http://www.energy.gov/>

The Department of Energy home page. This is the main portal to all DOE related information. The DOEJobs page is easily accessed from this site, as well as program, field office and laboratory information.

<http://www.hr.doe.gov/pers/doejobs.htm>

Direct link to the DOEJobs page containing information on application procedures, fellowships/internships, salary tables, forms and other useful information.

This site also provides important workforce tools such as diversity recruitment strategies and sources, Hispanic employment initiatives and the annual recruitment calendar.

<http://www.ma.doe.gov/qh/qhindex.html>

Direct link to the DOE Jobs ONLINE site – a new hiring process that allows applicants to apply online and allows managers to maximize the use of automation in the federal hiring process. This system quickly identifies top talent and serves as an easy system to be used by hiring officials.

<http://www.ma.mbe.doe.gov/pers/cip/index/htm>

Primary site for information on the DOE Career Intern Program.

<http://www.energyolc.com>

Link for the DOE OnLine Learning Center (OLC), providing DOE headquarters and field organizations 24-hour a day, 7 day a week access to self-paced, web-based training.

<http://www.hr.doe.gov/pol/hcsindex.html>

Primary site for DOE Human Capital Management efforts, including background of the Human Capital Summit held in July

2001, summary of summit initiatives and related reports and bulletins.

This site also contains the newly published “Administrative Flexibilities Guide,” describing the various hiring and pay flexibilities for the Department to use in recruiting and retaining a high quality workforce.

<http://www.opm.gov>

The U.S. Office of Personnel Management (OPM) home page. OPM is the Federal government’s human resources agency. This site provides all the latest information on Federal salaries, basic qualifications requirements as well as updates on new regulations and procedures affecting Federal employees.

<http://www.studentjobs.gov/>

Link for students interested in Federal jobs. The site serves as a gateway to Federal agency information and provides students with an opportunity to conduct a job search and create a profile/resume.

<http://www.opm.gov/qualifications/index.htm> Link to the basic qualifications site for all Federal jobs within the general schedules (GS), including scientific, engineering and business.

<http://www.opm.gov/workforceplanning/wfpmodel.htm> Link to the Office of Personnel Management’s workforce planning model.

<http://www.naceweb.org>

Link to the National Association of Colleges and Employers (NACE). DOE is a member of NACE, which provides an important link between colleges and employers and keeps up-to-date on trends at both levels. This site provides up to date information on job searching, diversity, retention and other key human resources issues affecting both the private sector and government.

<http://www.dol.gov>

The U.S. Department of Labor main site provides information on various labor and workforce issues.

<http://www.bls.gov/opub/rtaw/rtawhome.htm> U.S. Department of Labor's Report American Workforce referenced in Appendix C. Diversity and Outreach Strategies. This report provides a broad context for use in analyzing and understanding the economic, technological, social and business developments of the last century and their impacts on the American workforce.

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**APPENDIX B: OTHER ENTRY-LEVEL HIRING  
PROGRAMS**

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### **PRESIDENTIAL MANAGEMENT INTERN PROGRAM HIRING AUTHORITY**

The Presidential Management Intern (PMI) Program was established in 1977 to attract to the Federal service outstanding individuals from a wide variety of academic disciplines, who have an interest in, and commitment to, a career in the analysis and management of public policies and programs. By drawing graduate students from diverse social and cultural backgrounds, the PMI Program provides a continuing source of trained men and women to meet the future challenges of public service.

PMI's are appointed to an entry-level career development and training program at the GS-9 grade level and are on an accelerated career track during their 2-year internship. After successful completion of the first year, PMIs are eligible for promotion to the GS- 11 grade level. Upon completion of the 2-year internship, PMIs are eligible for noncompetitive conversion to career or career-conditional status and are eligible for promotion to GS-12.

### **STUDENT CAREER EXPERIENCE PROGRAM HIRING AUTHORITY**

The Student Career Experience Program (SCEP) (formerly known as the Cooperative Education Program) recognizes the need for career-related employment that enriches students' academic experiences and offers valuable work experience in their career fields. The program also gives students exposure to public service and provides financial assistance to support their educational goals. In addition, the program encourages partnerships between Federal agencies and educational institutions and helps agencies attract, recruit, and efficiently hire well-educated graduates into their work force.

### **DOE-SPECIFIC EXCEPTED SERVICE APPOINTMENT AUTHORITIES**

The Department of Energy (DOE) has three excepted service appointment authorities that are only for DOE use in recruiting and retaining highly qualified staff. These are the DOE Act (EJ pay plan), the DOD Act (EK pay plan) and the NNSA (EN pay plan). These authorities may be used to fill up to a certain number of positions in specific occupational areas, predominantly scientific, engineering and technical, with the DOD authority specifically for those positions performing activities relating to the safety of DOE's defense nuclear facilities and operations. The use of a pay banding system provides considerable flexibility, through the establishment of broad salary ranges, for setting the pay of new hires and adjusting the pay of employees covered by these authorities (pay bands I and II are comparable to GS-5, 7, and 9).

## THE BILINGUAL/BICULTURAL PROGRAM HIRING AUTHORITY

The Department may appoint applicants who obtain a passing score in an examination, without further regard to rank, provided that:

- The job is one in which interaction with the public or job performance would be enhanced by having bilingual and/or bicultural skills and is at grade GS-5 or GS-7 in a covered occupation.
- The organization has determined through use of a reasonable questionnaire or interview that the applicant to whom appointment is to be offered has the required level of oral Spanish language proficiency and/or the requisite knowledge of Hispanic culture. The organization must maintain documentation that these requirements have been met.

## EMPLOYMENT OF PERSONS WITH DISABILITIES HIRING AUTHORITY

This refers to special appointing authorities for people with disabilities (those who have severe physical, cognitive, or psychiatric disabilities or who have a history of or who are regarded as having such disabilities). The authorities provide a unique opportunity to demonstrate the potential to successfully perform the essential duties of a position with or without reasonable accommodation in the workplace. People with disabilities may be hired through the traditional competitive hiring process or, if they qualify, noncompetitively through the use of excepted appointing authorities. Persons with disabilities may be hired if they have demonstrated their ability to perform their duties satisfactorily under a temporary appointment or they can be certified as likely to succeed by the State Vocational Rehabilitation Agencies, Department of Veterans Affairs. Individuals who are mentally retarded, severely physically handicapped or persons with psychiatric disabilities can be converted to competitive status noncompetitively after successful completion of 2 years of satisfactory service. [See 5 CFR part 213, subpart c, 213.3102 (t) (u), (gg)]

## VETERANS' READJUSTMENT APPOINTMENT HIRING AUTHORITY

The appointment of any veteran who served on active duty after August 4, 1964 and meets the basic veterans' readjustment eligibility may be made in the excepted service under the Veterans' Readjustment Appointment (VRA). This authority allows agencies to appoint an eligible veteran up through the GS-11 or equivalent grade level without competition. The candidate must meet specific military service requirements (generally he/she must have served for at least 180 days on active duty and be appointed within 10 years after discharge from last period of active service, unless compensably disabled) along with the

# DOE CAREER INTERN PROGRAM

applicable qualification requirements. In some cases, veteran's preference and additional restrictions may apply. Employees with VRA appointments who satisfactorily complete 2 years of substantially continuous service under the VRA program, including training when required, shall be converted to career-conditional or career employment, as appropriate. [See 5 CFR part 307].

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**APPENDIX C: DIVERSITY AND OUTREACH  
STRATEGIES**

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## DIVERSITY AND OUTREACH STRATEGIES

Diversity means different things to different agencies, organizations, and people. Federal diversity initiatives have historically focused on equal employment opportunity (EEO) and affirmative employment. The Federal government has now broadened its view of diversity as a concept which promotes the inclusion of a variety of backgrounds, styles, perspectives, values and beliefs of individuals as an asset to an organization; and recognizes the individuality of all employees in a working environment to complete organizational goals and missions.

Diversity is not a new concept and clearly, any organization – including DOE – that wants to be successful in today's world must recognize and use diversity to its advantage. Diversity should be an integral part of the Department's business planning. This means that diversity programs do not stand alone. Instead, they are recognized as being a critical link in achieving the Department's specific mission or business needs, relative to employees, customers, suppliers, and other stakeholders.

An effective diversity strategy has a positive effect on cost reduction, resource acquisition, creativity, problem solving, and organizational flexibility. The key elements to building an effective diversity plan are:

- Ensuring strong commitment to the diversity program is essential;
- Support of top-level leadership and the commitment of necessary resources (people and funding) to make new initiatives a reality;
- Having a realistic picture of the Department's readiness to move forward; and
- Using workforce planning to target opportunities for recruitment, hiring, and retention.

### Key Results:

- Recognized and valued employees who take challenges, take risks, and explore new ways to work through conflict to gain insights;
- Respectful work environment;
- Cross-cultural communication skills; and
- Sound management.

Over the past 20 years, the Department of Energy has developed and implemented programs to educate and inform minority constituencies about DOE opportunities, programs and procedures through the establishment of collaborative outreach activities and engagements. DOE Headquarters and field offices have program operations geared toward outreach to minorities in areas from recruitment, business and emerging missions to improving the relationships with the communities where its facilities are located. In December 2001, in order to develop and implement an updated corporate and comprehensive approach to engaging minority constituencies in DOE programs, including CIP, the Office of Economic Impact and Diversity and the Office of

Management, Budget and Evaluation collaborated to develop a comprehensive Corporate Outreach Strategy Plan. This plan establishes outreach goals that are realistic, substantive, easy to track, and linked to the Department's mission.

The Outreach strategy specifically tracks with the CIP program by offering the following opportunities and recommendations:

- Encourage employee involvement in and support for corporate outreach by recruiting and training a cadre of Departmental subject matter experts to serve as collateral duty recruiters;
- Identify short-term and long term recruitment and retention needs, barriers and strategies, and design a corporate, transparent outreach implementation plan that can be used by hiring officials, human resource professionals and employees;
- Coordinate corporate outreach efforts, including the responsibility for regionalizing outreach activities;
- Coordinate and conduct DOE-sponsored outreach conferences during specific times of opportunity with strong emphasis on involvement of senior management officials and the Department's Diversity and Resource Managers;
- Coordinate DOE Laboratory, Program Office and Field Site participation in recruitment fairs and on-campus activities at minority institutions;
- Increase the number of student workshops given at recruitment activities and colleges local to DOE sites;
- Coordinate DOE corporate sponsorship at events/symposiums organized by DOE minority partnership organizations; and
- Encourage, through participation in outreach programs, Departmental involvement and support for existing DOE student programs, including the Career Intern Program, Student Career Experience Program, Student Temporary Employment Program, Student Diversity Partnership Program and other feeder programs.

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**APPENDIX D: STUDENT LOAN REPAYMENT  
MODEL**

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## Energy Information Administration Implementation Instructions for the Student Loan Repayment Program

Prior to implementation, Departmental elements must develop operating instructions that specify or designate: (1) loan repayment eligibility criteria; (2) the process for determining period of service requirements; (3) the process for determining the size of total loan repayments per individual; (4) the process for determining the duration of loan repayment periods; and (5) service agreement approving officials. Implementation instructions for the Energy Information Administration (EIA) are as follows.

### 1. Eligibility Criteria

- a. Use of the authority - Use of loan repayment authority under this plan must be based on a detailed written determination by an approving official in accordance with 5 CFR 537.105. The regulation requires that the determination must confirm that, if the EIA did not offer loan repayment benefits, it would encounter difficulty either in filling a specific position with a highly qualified candidate, or retaining a highly-qualified employee in that position. This authority will be used on a case-by-case basis.
- b. Criteria for selecting candidates for repayment benefits - When selecting candidates for loan repayment benefits, an approving official must adhere to merit system principles and take into consideration the need to maintain a balanced workforce in which women and members of racial and ethnic minority groups are represented appropriately in Government service. In addition, each approving official should consider:
  - past problems, or other information, on recruiting highly-qualified candidates in similar occupations;
  - labor market conditions that may be affecting current recruitment efforts;
  - any special qualifications, skills or education needed for the subject position;
  - if a candidate is employed (in DOE or elsewhere), demonstrated proficiency in performing the tasks and functions required by the subject position;
  - the appropriateness of this incentive in lieu of, or in addition to, other incentives, (e.g., recruitment bonuses or retention allowances);
  - the availability of funds; and
  - for current employees:
    - i. the cost of training already given the employee or that would be needed by a new employee if the candidate did not possess the skills needed;
    - ii. if attending school, their grade point average (GPA).
- c. Priority Consideration - For applicants meeting all or most of the above criteria,
  - a priority will be given to positions identified in current staffing and diversity

plans or other equivalent published document. The Student Loan Repayment Program is a management tool to attract and/or retain the most highly qualified and diverse candidates for critical and hard to fill positions. To this end, the following table illustrates the priority sequence for loan offers.

Position Requirement	Priority	Superior Class Ranking/GPA*
Identified as critical for both staffing/diversity plans	1 <sup>st</sup>	Optional
Identified as critical for staffing plan only	2 <sup>nd</sup>	Optional
Identified as critical for diversity plan only	3 <sup>rd</sup>	Optional
Non-critical for both plans but but hard to recruit/retain <b>highly</b> qualified applicants	4 <sup>th</sup>	Mandatory

- Consideration may be given to outside candidates graduating in the top 10 percent of their class and/or a 3.5 or better grade point average.

## 2. Determining Service Requirements

- Repayment Program - Student Loan Repayment Program recipients must sign a written service agreement that requires the employee to complete, at a minimum, a 3-year period of employment with the agency regardless of the amount of loan repayment authorized.
- EIA Service Requirement - The following table indicates the specific service requirement necessary to receive a repayment amount.

Service Requirement	Repayment Amount
3 Years (Regardless of amount)	Up to \$18,000
4 Years	Over \$18,000 to \$24,000
5 Years	Over \$24,000 to \$30,000
6 Years	Over \$30,000 to \$36,000
7 Years	Over \$36,000 to \$40,000

## 3. Size of Payments

- Determining Size of Loan Payments - Section 537.106(c) of 5 CFR states that: "In determining the size of the loan payments, an agency should take into consideration the employee's value to the agency, and how far in advance the agency can commit funds. If budgetary considerations are an issue, agencies have the discretion to determine the repayment benefit amount given to an employee each year." The regulations thus allow for differences in the size of the loan payments among

eligible employees based on a consideration of the employees' relative value to the EIA and how much and how far in advance the EIA wishes to commit funds.

For priority categories one, two and three shown in the table above, EIA will offer to repay up to \$6,000.00 per year, but not exceeding \$40,000.00 to any one employee. For priority category four, EIA will offer to repay up to \$4,000.00 per year, but not exceeding \$27,000.00. All repayments are subject to the availability of funds for any given fiscal year. If EIA's funding situation requires a reduction in the support for this program, existing repayment commitments will be supported before new ones. If the total amount for existing commitments cannot be supported in a calendar year, the available funding will be prorated for all repayment commitments, with lower-graded staff receiving a higher percentage than higher grade personnel.

- b. **Unequal Loan Repayment Benefits** - If the EIA decides to award a greater student loan repayment benefit to one employee than another, the authorizing official must include in his/her written determination, required by 5 CFR 537.105(a), all facts demonstrating that such difference in treatment is fair and equitable in light of the standards of section 537.106(c) quoted above.

#### 4. Loan Repayment Periods

**Duration of Loan Repayment Period** - The loan repayment period will be calculated by dividing the total amount of the loan by the total annual payment (\$6,000.00 or \$4,000.00). The repayment period may not exceed 7 years.

#### 5. Student Loan Repayment Program Service Agreements

- a. **Approving Officials** - Heads of Departmental Elements are delegated the authority to approve repayment of student loans. This authority may be re-delegated to subordinate officials. For EIA, all student loan service agreements must be signed by the employee as recipient, by the selecting official as initiator and by both the appropriate program office director and the Director of ORM (for fiscal management) as approving officials. If the office director is the selection official, the Deputy Administrator will serve as the program office approving official.
- b. **Required Agreement Signatures** - The EIA's approving officials, the selection official and the employee must sign the written service agreement before any loan repayments may be made.
- c. **Selecting Official** - The selecting official, in coordination with EIA's ORM human resources staff, will 1) initiate a written determination if the Student Loan Repayment Program option is to be offered for recruitment/retention in accordance with the guidance above; 2) prepare the Student Loan Repayment Program Determination worksheet (see attached copy); 3) advise a potential

loan recipient of her/his loan program responsibilities; and 4) prepare the Student Loan Repayment Agreement Service Agreement (see attached copy). When completed, the written determination and the service agreement with the selection official's and the recipient's signature should be forwarded to the program office director for review and approval.

If she/he approves of the repayment, the program office director should forward the documents to the Director of ORM for review and approval. If the selecting official is the program office director, she/he should forward the loan documents to the Director of ORM for review/approval and coordination with the Deputy Administrator.

- d. Preparation and Implementation of Service Agreements require a number of significant procedures:
  1. The period of service will begin on the first day of the pay period for which the initial loan payment is to be disbursed. Disbursements will be made approximately 12 days after the end of a pay period.
  2. ORM will verify with each lender/note holder that the employee has one or more outstanding student loans (hereinafter "loan") eligible for repayment under this plan, and the amount of the outstanding balance; the sponsoring program office and lender/note holder must then reach agreement on the terms of the DOE payments. ORM will verify remaining balances to ensure that loans are not in arrears or default or are overpaid. At least annually thereafter, ORM will determine the status of loans to make sure that they are not in arrears or default. ORM will also annually review and re-certify that funds are available for loan payments.
  3. Loan payments are made directly to the lender/note holder, rather than to the employee, by the servicing payroll office as an allotment. If multiple loans are being repaid on behalf of a single employee, the payroll office will be informed of the amount to be paid for each loan, either as a dollar amount or percentage of the total loan payment.
  4. The lender/note holder will be informed that payment is on behalf of the employee with appropriate identifying information, such as name, social security number, loan number, etc.
  5. Subject to the lender's/note holder's approval, the employee may choose for loan payments to be made either:
    - i. on a biweekly basis, in which case the income taxes will be deducted from the employee's salary, or
    - ii. as a lump sum amount during the first pay period that the service agreement is effective and annually thereafter, in which case the taxes will

be deducted from the gross loan amount and a net payment made.

6. Recipients of loan repayments must maintain satisfactory performance (i.e., a performance rating of “fully successful” or the equivalent) in accordance with the EIA’s performance management plan.
7. Service agreements between individual recipients and approving officials in one Departmental Element are not binding on another Departmental Element. Right to placement as a surplus and/or displaced employee under the Career Transition and Assistance Program does not grant an affected employee loan repayment by the gaining Departmental Element; however, if an employee is reassigned to another Departmental Element as a management-directed action, the gaining element will assume full responsibility for the service agreement.

EIA’s contact for the Student Loan Repayment Program is Velma Washington. She is available to answer questions and provide assistance. Her extension is 202-586-9842.

### Energy Information Administration Student Loan Repayment Program Determination

**Position:** (title, series, and grade): \_\_\_\_\_

**Candidate’s name:** \_\_\_\_\_ Applicant Employee

**Eligibility:**

- a. \_\_\_ Critical position, based on:
  - \_\_\_ Priority One: identified as critical for both staffing and diversity plans
  - \_\_\_ Priority Two: identified as critical for staffing plan only
  - \_\_\_ Priority Three: identified as critical for diversity plan only
  1. \_\_\_ Top 10% of graduating class (Optional for new hires)
  2. \_\_\_ 3.5 or better grade point average (GPA) (Optional for new hires)
- b. Non-Critical position, Priority Four, but hard to recruit/retain highly qualified applicants:
  1. \_\_\_ Top 10% of graduating class (Mandatory if new hire)
  2. \_\_\_ 3.5 or better grade point average (GPA) (Mandatory if new hire)

Total amount of outstanding loan(s): \$ \_\_\_\_\_

- a. Date loan(s) are scheduled to be paid off: \_\_\_\_\_
- b. Date loan(s) will be paid off: \_\_\_\_\_ at  
\$ \_\_\_\_\_ (\$6,000/\$4,000) per year

Payment(s) are to be made:

- a. First year: \_\_\_\_\_biweekly \_\_\_\_\_as a lump sum
- b. Subsequent year(s): \_\_\_\_\_biweekly \_\_\_\_\_as a lump sum

Period of service: (check one) Over 24,000 to \$30,000

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
Office Director or Deputy Administrator (if office director is  
selection official)

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
Director, Office of Resource Management

Once approved, complete a service agreement, have the candidate sign it, and forward it to the above approving officials for signature. This document must be filed with the original service agreement.

**APPENDIX E: RECENT INTERN HIRING  
EXPERIENCES**

## RECENT INTERN HIRING EXPERIENCES

**“DOE-Savannah River Site (SRS) Technical Intern Program Success Story”**

Provided Courtesy of Savannah River Site (SRS)

Due to cumbersome staffing processes, the relatively high cost of some training and development activities and lack of funding in some key areas, the Department of Energy redesigned the Technical Leadership Development Program (TLDP) into a new program titled the DOE Technical Intern Program (TIP). This program, coupled with new tools that were available to recruit and develop entry-level hires as well as current labor market conditions that appeared to make Federal employment relatively more attractive, promised to create the potential for success.

Based on the realization above, DOE decentralized the hiring process allowing each participating field office and headquarters program office to develop its own recruitment strategy and budget; carry out its own recruiting efforts; and choose the hiring authority and announcement mechanism for the positions recruited for. Therefore, on June 5, 2001, with this new flexibility, The Human Resources Management and Development Division (HRM&DD) briefed DOE-SRS Senior Management on the new TIP program. Shortly after this briefing, managers with vacancies that could be recruited at entry levels were tasked to provide written justifications for Interns to the Director, HRM&DD, to support identified staffing objectives defined in the DOE-SRS 5-Year Staffing Management Plan (5-Yr SMP). The DOE-SRS 5-Yr SMP provided a roadmap for determining the technical skills shortages, areas of under representation and potential attrition. As a result of this analysis, DOE-SRS took on the challenge of hiring eight TIPs by using the new government-wide Federal Career Intern Program Authority. These authorities allowed for a less complicated process, faster hiring, and helped yield a more diverse pool of TIP candidates. To streamline the process, generic position descriptions were developed for a General Engineer and Physical Scientist for the entry-level grades (GS-05, GS-07, and GS-09). A diverse recruitment team was established which included representation from the various organizations where the vacancies existed, Human Resources (HR), and the Office of Equal Employment Opportunity and Diversity. A TIP Implementation Action Plan was developed which outlined the roles and responsibilities of the recruitment team and associated milestones.

DOE-SRS focused on targeted recruitment at select colleges and universities with engineering and scientific disciplines within 125-mile radius of the site. DOE-SRS developed a notice on July 3, 2001, which was issued to DOE-SRS employees and forwarded to 10 colleges/universities. Florida International University was added to the aforementioned list for a total of 11 colleges/universities when it was determined that the initial institutions did not have a high enough concentration of Hispanic students necessary for recruitment. A letter, along with information on the Technical Intern Program, salary information, DOE-SRS Technical Intern Program Description, background information on Savannah River Site, Technical Intern Program Contract and associated Federal benefits were forwarded to the

targeted colleges/universities. The DOE-SRS Equal Employment Opportunity and Diversity Manager volunteered to visit as many of the targeted colleges/universities as possible to discuss the Technical Intern Program and recruitment efforts.

Prior to actual recruitment, volunteer mentors, approved by their supervisors based on their background and the type of position being filled, were identified for each organization's proposed Intern. The mentors were required to complete the DOE On-line Center Course entitled, "Effective Mentoring." The organizational representatives on the TIP Interview Panel were required to attend a training session on interviewing techniques and accepted practices. The organizational representatives along with the HR advisors developed interview questions to be used.

As a result of the notice, 137 resumes were received and 29 candidates were referred to the selecting officials on August 14, 2001. All of the candidates referred were scheduled and interviewed on August 16-17, and 20-21, 2001, by the interview panel. After each interview, candidates had a meeting with an HR representative who explained benefits associated with Federal employment and provided an information package which included Savannah River Site information, Federal benefits, salary information, etc.

On August 23, 2001, eight (8) Interns (62.5% minorities and 25% females) were selected and entered on duty September 10, 2001. DOE-SRS successfully recruited a talented group of employees, supporting our critical workforce management and diversity goals. As a primary recruitment incentive, each Intern was offered the Student Loan Repayment Program which allows DOE-SRS to repay part or all of an outstanding Federally insured student loan. Under this provision DOE-SRS may repay up to \$6,000 per year per eligible individual for a maximum of \$40,000. Eligible Interns were required to sign a DOE Student Loan Repayment Service Agreement requiring them to remain at DOE-SRS for a period no less than 3 years. DOE-SRS was the first DOE site to offer the Student Loan Repayment Program benefit as an incentive.

Before the Interns were assigned to their home organizations to begin their careers, they were given a 2-day orientation presented by the Office of Field Chief Financial Officer; Office of Safeguards and Security; Office of the Equal Employment Opportunity and Diversity; and HRM&DD. Additionally, the interns were given an SRS tour by the Office of External Affairs.

Please contact Eric Adams at 803-725-2812 or Sandra Coleman at 803-725-9610 for questions regarding the SRS hiring experience.

**Albuquerque Operations Office  
Technical Intern Program  
Recruitment Strategy for Fiscal Year 2001**  
Provided Courtesy of Albuquerque Operations Office (AL)

The Albuquerque recruitment strategy called for an intense schedule and required that everything between recruitment, conducting interviews, and making selections take place within a 3-month time frame. AL was competing with major companies to attract graduating seniors; therefore, offers would have to be given in April to candidates graduating in May. Albuquerque was committed to offering competitive salaries. Albuquerque offered up to \$2,000 for relocation costs, recruitment bonuses, and advance- in-hire opportunities to eligible candidates.

First, AL prepared a list of colleges to be visited was composed after reviewing HACU, and college web sites. Colleges with diverse populations and nuclear curriculums made the list. Next, the vacancy announcement was developed citing specific instructions on how to apply using the Department's new online hiring system called Quick Hire. The vacancy instructed students to apply in April during the 8-day time frame. Eight colleges were visited within a 6-week time frame. During the college visit, the students were given a presentation on the Technical Intern Program and DOE/NNSA. Students were also given verbal instructions on how to apply on QuickHire. After the vacancy closed, the applications were reviewed and a certificate of eligible candidates was developed for the GS-5, GS-7, and GS-9. The top candidates were invited to Albuquerque for an orientation, interview, and tour of the AL complex. During their visit, the candidates met with the AL management team to get a better understanding of the AL environment.

April 25, 2001, the day after interviews, the interview panels met and the top eight candidates were selected and phoned with job offers. The candidates were given a maximum of 2 weeks to respond with their decision. This would allow other job offers to be made to candidates before the May graduation.

Senior management was committed to ensuring the success of the AL recruitment efforts which resulted in a separate budget for recruitment being established and monitored by HR. Senior management also made the decision to empower staff at the lowest ranks and Area Office Managers were empowered to make selections.

The Office of Equal Opportunity (OEO) was contacted in December and a commitment was made between the HR and OEO offices to work closely together. The following actions were taken to ensure a successful Albuquerque recruitment effort.

First, the recruitment strategy was shared with the Special Emphasis Program Managers

(SEPMs) to allow for comments, suggestions, and buy-in. HR's expectations of the SEPMs were communicated early due to the tight timeframes. Communication took place on a bi-weekly basis. The SEPMs were asked to participate in college information sessions/career fairs and HR would be responsible for the cost of the trips. The SEPMs volunteered to participate and attended most of the information sessions on the recruitment process. An important lesson learned from previous years that was applied during this recruitment activity is that once a good candidate is identified, there must be strong follow-up. Since time was an issue, the demand of intense follow-up was placed on the SEPMs. It was apparent that the bar had been raised and SEPMs were no longer able to attend a career fair for the day and "forget" about the candidates. Work for SEPMs became intense and it was apparent to SEPMs and members that work was not status quo. HR gave copies of resumes to SEPMs to follow-up with the candidates and to help them through the application process. This also raised the bar for the SEPMs since the new Quick Hire system was being utilized. The SEPMs had to quickly learn the basics of the new computer program and had to brush up on their knowledge of the application process.

This year, the clearance process was improved and the candidates are asked to complete their Security forms when called for an interview. This allowed the candidates enough time to complete the forms and they were instructed to return the forms when they were called with a formal job offer. This process eliminated about 3 weeks from the normal cycle involved in making a job offer.

### **Results**

Even though a demanding schedule was established, the individuals responsible for this effort met their milestones and developed a program that was presented to and accepted by Senior Management. The personnel specialist spent numerous hours scheduling career fairs and coordinating with representatives from organizations including the Office of Equal Opportunity (OEO). The Personnel Specialist along with an OEO representative(s) visited engineering students at eight colleges to provide information on the DOE/AL and the TIP. The colleges visited were: UNM, NM Tech, NM State, University of Texas at San Antonio, Southern University A&M, Prairie View A&M, Texas A&M, and Penn State. Information sessions were held because career fairs were hosted in the fall.

# DOE CAREER INTERN PROGRAM

A total of seven interns accepted positions with the DOE/AL. The new class of Interns began when one intern reported to Amarillo Area Office on June 3, 2001, six other candidates began on September 9, 2001, and a final intern began work on January 7, 2002. Orientation for the new Interns and supervisors occurs during the first week that the intern reports to work. The intern receives a Phase One Facility Representative Qualification Card and a binder with DOE Orders during the first week of work. Formal Mentor Training is also being provided to the Interns and their Mentors to ensure timely and adequate implementation of the Program. Program co-facilitators (personnel and the training specialist) will continue to implement the new 2-year Technical Intern Program.

Please contact Karen Lerma on (505) 845-4485 for questions.

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## APPENDIX F: SAMPLE FORMS

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## INTERN SUPERVISOR QUARTERLY REPORT

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 PARTICIPANT:

OFFICE:

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 FIELD/PROGRAM

OFFICE:

OFFICE SUPERVISOR:

(Home, Detail, Rotational)

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 COMMENTS BY PARTICIPANT: (Address the adequacy of time spent, inclusive dates, and whether objectives were met. Identify strengths and weaknesses of detail, developmental activity, or assignment. Make recommendations for improvement.)

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 SIGNATURE OF PARTICIPANT:

DATE:

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 COMMENTS BY FIELD PROGRAM OFFICE SUPERVISOR: (Address adequacy regarding the length of assignment and make recommendations for improvement of assignment and developmental objectives of the participant. Identify strengths and weaknesses of the participant and how well objectives were met.)

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 SIGNATURE OF FIELD/PROGRAM  
OFFICE SUPERVISOR:

DATE:

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 SIGNATURE OF DETAILED  
ROTATIONAL SUPERVISOR:

DATE:

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 CC: Mentor  
CIP Program Administrator  
CIP Program Coordinator  
Field/Program Office

**ACCOMPLISHMENTS  
QUARTERLY REPORT**

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PARTICIPANT:

MENTOR:

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REPORT PERIOD COVERED:

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ORGANIZATION:DATE SUBMITTED:

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**PART 1  
PARTICIPATION**

1. Describe the major significant Career Intern Program activities (e.g., courses attended, developmental assignments, special projects undertaken, etc.) that you accomplished during the past 3 months (also, please briefly evaluate the effectiveness of each activity).
2. List any leadership development self-study activities completed (e.g., books read, audio tapes used, etc.).
3. Did you achieve the objectives for this reporting period that were initially described in your individual development plan? Explain any modifications to or deviations from that plan.

4. List any leadership skills or major knowledge that you developed as a result of the Career Intern Program activities during this reporting period.
5. What specific leadership skills and organizational knowledge (not already addressed in your Individual Development Plan) do you think need additional emphasis?
6. Describe any problems (and the causes) that you encountered while trying to accomplish your planned Career Intern Program activities.
7. Other comments.

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SIGNATURE OF PARTICIPANT:

DATE:

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CC:   Mentor  
      CIP Program Administrator  
      CIP Program Coordinator  
      Field/Program Office  
      Supervisor

PART 2  
MENTOR COMMENTS

- 1. Observations about the participant’s program progress and skill development in relation to the Individual Development Plan.
  
  
  
  
  
  
  
  
  
  
- 2. Suggestions for additional activities to add to the Individual Development Plan that would benefit the participant or the skills that may require additional development.
  
  
  
  
  
  
  
  
  
  
- 3. Other comments.

SIGNATURE OF MENTOR: \_\_\_\_\_ DATE: \_\_\_\_\_

CC: Mentor  
CIP Program Administrator  
CIP Program Coordinator  
Field/Program Office  
Supervisor

1. Observations about the participant's program progress and skill development against Individual Development Plan.
2. Suggestions for additional activities to add to the Individual Development Plan that would benefit the participant or the skills that may require additional development.
3. Other comments.

DATE:

AGREEMENT  
PARTICIPANT AGREEMENT AND RESPONSIBILITIES

I hereby agree to participate for a period of 24 months in the Career Intern Program (CIP) and I am willing to:

1. Accept and satisfactorily complete On-the-Job (OJT) and formal/informal training assignments;
2. Maintain a high level of work performance in rotational and host assignments;
3. Maintain academic standards for approved coursework, as appropriate;
4. Prepare participant course and program evaluations as requested;
5. Agree to work with my mentor to ensure I reach my desired career development;
6. Prepare evaluations for my mentor, supervisor(s), and program as requested.

I understand that I may be released from the CIP at any time if I do not take full advantage of the required training, do not apply myself adequately, or fail to perform in a fully successful manner.

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SIGNATURE OF PARTICIPANT:

DATE:

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CC: Mentor  
CIP Program Administrator  
CIP Program Coordinator  
Field/Program Office  
Supervisor

## AGREEMENT MENTOR AGREEMENT AND RESPONSIBILITIES

I hereby agree to participate for a period of 24 months as a mentor to \_\_\_\_\_ while he/she participates in the Career Intern Program (CIP). I am willing to:

1. Devote a reasonable amount of time to help in the career development of the above intern;
2. Help the participant create their Individual Development Plan and update it with each rotation;
3. Recommend quality-training classes, rotations, shadowing, or temporary assignments;
4. Consider and act upon what is best for the participant's career development;
5. Prepare 360-degree evaluations of the participant and the CIP as requested;
6. Prepare letters of recommendation, as requested;
7. Attend mentor related training, as requested;
8. Communicate with Field/Detail Supervisor on a regular basis;
9. Provide a debriefing of the participant's performance at the conclusion of each rotational assignment.

I understand that I may be released from this agreement if the participant or I decide this is not a productive arrangement. In this event, a confidential "Lessons Learned" evaluation will be prepared by the terminating party for submission to the CIP Program Administrator.

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SIGNATURE OF MENTOR:

DATE:

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CC: Mentor  
CIP Program Administrator  
CIP Program Coordinator  
Field/Program Office  
Supervisor

## AGREEMENT FIELD/PROGRAM OFFICE SUPERVISOR AGREEMENT AND RESPONSIBILITIES

I hereby agree to participate for a period of 24 months as a supervisor to \_\_\_\_\_ while he/she participates in the Career Intern Program (CIP). I am willing to:

1. Assign quality work/responsibility to the participant;
2. Recommend and facilitate rotations that will help the participant develop in areas productive to the participant and field/program office;
3. Allow the participant to rotate to different areas within the DOE complex (including area offices);
4. Approve the training listed in the participant's Individual Development Plan whenever practical;
5. Assign On-the-Job and formal/informal training;
6. Review quarterly reports;
7. Prepare letters of recommendation as requested;
8. Communicate on a regular basis;
9. Coach and council the participant at the conclusion of each rotational assignment.

I understand that I have a responsibility to provide an atmosphere that is conducive to open and honest communication.

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SIGNATURE OF FIELD/PROGRAM  
OFFICE SUPERVISOR:

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DATE:

---

CC: Mentor  
CIP Program Administrator  
CIP Program Coordinator  
Field/Program Office  
Supervisor

**AGREEMENT  
DETAIL/ROTATIONAL SUPERVISOR  
AGREEMENT AND RESPONSIBILITIES**

I hereby agree to participate for a period of \_\_\_\_\_ months as a supervisor to \_\_\_\_\_ while he/she participates in the Career Intern Program (CIP).

I am willing to:

1. Assign quality work/responsibility to the participant;
2. Recommend and facilitate rotations that will help the participant develop in areas productive to the participant and field/program office;
3. Recommend training and assignment plans whenever practical;
4. Allow time for On-the-Job and formal/informal training;
5. Review quarterly reports;
6. Prepare letters of recommendation as requested;
7. Communicate on a regular basis with the participant, field/program office supervisor, and mentor;
8. Coach and counsel the participant throughout the rotational assignment.

I understand that I have a responsibility to provide an atmosphere that is conducive to open and honest communication.

---

SIGNATURE OF DETAIL/  
ROTATIONAL SUPERVISOR:

DATE:

---

CC: Mentor  
CIP Program Administrator  
CIP Program Coordinator  
Field/Program Office  
Supervisor

MOBILITY AGREEMENT

I understand that mobility is a requirement for participation in the Department of Energy Career Intern Program (CIP). Therefore, I agree to move to a location within the \_\_\_\_\_ (name of program/field office) complex at the end of my developmental/training period. In addition, during this training period, I agree to participate in a developmental assignment, which may take place outside of my commuting area and may last 30 days or more. I understand that failure to abide by this Mobility Agreement may result in an action to terminate my employment with the Department of Energy.

SIGNATURE OF PARTICIPANT: \_\_\_\_\_ DATE: \_\_\_\_\_

- CC: Mentor  
CIP Program Administrator  
CIP Program Coordinator  
Field/Program Office  
Supervisor

## DEVELOPMENTAL ASSIGNMENT CONTRACT INFORMATION

1. Participation information:  
  
Name  
Organization  
Address  
Telephone number
2. Assignment position and location:  
  
Agency  
Address  
E-mail address and telephone number  
Host supervisor
3. Assignment period:  
  
Beginning date  
Ending date  
Vacation period  
Training period
4. Overview of the host organization: (include the organization's primary mission and tasks)
5. Overview of program assignment duties:
6. Assignment objectives:

- 7. Describe how the assignment will expose the participant to technical and business experiences that will further address the competency areas identified in the IDP.
  
- 8. Flexibility clause: If the evaluation of the participant’s progress dictates change, the assignment objectives may be modified. If the assignment plan does not provide facilities and the opportunity to achieve the participant’s objectives, the developmental assignment may be terminated with mutual consent.

Approval signatures:

PARTICIPANT:	DATE:
PERMANENT SUPERVISOR:	DATE:
HOST ASSIGNMENT SUPERVISOR:	DATE:
FIELD/PROGRAM OFFICE CIP COORDINATOR:	DATE:

NOTE:

- 1. Return a copy of each approved developmental assignment contract to the CIP Coordinator prior to beginning each assignment.
  
- 2. Vacation and training periods are not considered part of the rotational assignment.

**CERTIFICATION OF DEVELOPMENTAL ASSIGNMENT**

(To be completed by the host supervisor upon completion of the assignment)

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NAME OF THE PARTICIPANT:

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ASSIGNMENT (AGENCY/COMPONENT/CITY):

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START DATE:

COMPLETION DATE:

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Provide a brief evaluation of the experiences and insights the participant gained from this developmental assignment.

Describe the assignment's benefits: 1) What can the participant do differently; and 2) How did this assignment change the technical and/or business behaviors of the participant.

What recommendations, if any, would you make for future CIP participants seeking developmental assignments?

Other comments:

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SIGNATURE OF THE  
HOST SUPERVISOR:

DATE:

---

Upon completion of each assignment, return a copy of this certification to the CIP Coordinator.



**APPENDIX G: ACKNOWLEDGEMENTS**



## ACKNOWLEDGEMENTS

### Prepared by:

JoAnne Whitman, HQ/ME  
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Brenda Carroll, AL  
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Tom Evans, Consultant

### Supported by:

Bob Joyce, HQ/ME  
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Ellsworth Howell, HQ/ME  
Marilyn Greene, HQ/ME  
Michael Gilmore, HQ/NNSA  
Annie Whatley, HQ/ED



DOE CAREER INTERN PROGRAM